

**Indicators of School Quality:
Towards Gender-Friendly Schooling Environment**

Process Indicators

Developed by the

International Roundtable

Bangalore
March 26 – 29, 2008

Co-Sponsored by
The Commonwealth of Learning
The Commonwealth Foundation
The Commonwealth Secretariat
And organized by
The Institute for Social and Economic Change

The Process Indicators included in the following tables came out of discussions held at the International Roundtable on “Indicators of School Quality: Towards Gender-Friendly Schooling Environment” co-sponsored by the Commonwealth of Learning, The Commonwealth Foundation and the Commonwealth Secretariat organized by the Institute for Social and Economic Change in Bangalore, March 26-29, 2008.

These quality and gender indicators reflect perspectives from both inside and outside the classroom.

The indicators devised at the Roundtable have been placed in the first column of the framework.

Column two provides space for rating the level of success in achieving each indicator. Levels one, two, three and four will have to be clearly defined for each and every indicator.

Column three offers space for indicating the method of verification, for example:

- review of documentation/texts/learning materials;
- interviews with students, teachers, parents, school administrators or members of the community;
- observation;
- checklists and surveys.

A fourth column could be added to allocate responsibility for the verification, for example, student, teacher, administrator, PTA member, Mothers' Group, Self Help Group, Community-Based Organization, or School Management Committee member.

INSIDE CLASSROOM

<i>Process Indicators</i>	<i>Ratings on a scale of 1 – 4</i>	<i>Means of Verification</i>
Physical Environment		
1. Ready physical access to classroom/school.		
2. Adequate classroom space per child.		
3. Adequate lighting and air flow (ventilation).		
4. Adequate child-friendly, child-sized furniture provided.		
5. Seating arrangement facilitates teacher-child and child-child interaction and is not segregated.		
Learning Environment		
1. Boys and girls are given equal access and opportunity to school enrolment and completion.		
2. Girls and boys are given equal opportunity for academic achievement.		
3. Both boys and girls are encouraged to participate actively in the learning process.		
4. Acceptance, respect and encouragement of both girls and boys is communicated.		

<i>Process Indicators</i>	<i>Ratings on a scale of 1 – 4</i>	<i>Means of Verification</i>
5. All children's abilities to learn are affirmed.		
6. Boys and girls have equal access to essential learning materials.		
7. Gender- friendly school environment is cultivated by teachers and students.		
8. Learning materials are free of gender bias.		
Teaching/Learning Processes		
1. Both boys and girls are encouraged to explore, experiment and develop critical thinking capacities.		
2. Equal opportunities are provided for girls and boys to state their thoughts and feelings.		
3. Boys and girls are given equal opportunity to achieve academic success.		
4. All children are given opportunities to have a voice in planning school activities.		
5. All children are encouraged to share their experiences with others.		
6. Both female and male teachers are adequately represented to provide role models for boys and girls.		
7. Regular attendance by students and teachers is expected.		
8. Girls and boys from different backgrounds and from both urban and rural communities are		

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thoughtfully presented in teaching and learning materials.		
Teacher Performance		
1. Teachers' approach is child centred.		
2. Teachers are sensitive to children's special needs.		
3. Teachers are supportive and non-judgmental.		
4. Teachers provide equal opportunities for girls and boys.		
5. Teacher's workload is within their comfort level.		
6. Teachers have taken gender sensitization training.		

OUTSIDE CLASSROOM, within school jurisdiction

<i>Process Indicators</i>	<i>Ratings on a scale of 1 - 4</i>	<i>Means of Verification</i>
Library and Laboratory		
1. Books are evaluated for gender bias.		
2. Books and learning materials account for gender specific needs and preferences.		
3. Girls and women participate in the selection of books.		

<i>Process Indicators</i>	<i>Ratings on a scale of 1 - 4</i>	<i>Means of Verification</i>
Facilities		
1. Provision of clean separate toilets for girls and boys as well as men and women faculty.		
2. Girl-friendly, age appropriate toilet facilities ensure privacy and facilitate menstrual hygiene.		
3. Access to a clean water source is available.		
Cultural Activities, Music and Drama		
1. Mixed groups of girls and boys participate in activities that go beyond stereotypes.		
Games and Sports		
1. Playground has been assessed for gender-friendliness.		
2. Boys and girls have equal opportunities to participate in sports, games and other extra-curricular activities.		
3. Games promote team building, cooperation and self-confidence and avoid sex-stereotyping through mixed teams.		
School Assemblies		

<i>Process Indicators</i>	<i>Ratings on a scale of 1 - 4</i>	<i>Means of Verification</i>
1. School assembly is a proactive environment, promoting gender-friendly behavior.		
2. School assembly offers opportunity to build leadership skills among boys and girls.		
Health and Nutrition		
1. Girls and boys have equal access to a source of safe drinking water.		
2. Iron tablets and other nutritional supplements are provided.		
3. Orientation provided to parents to avoid gender discriminatory feeding practices.		
4. Linkages to health service providers exist.		
5. Frequent/regular health check-ups are provided for girls and boys.		
6. Health records are kept for each child.		
7. Puberty education and individual counseling is available.		
8. Girls have access to feminine hygiene products.		
Field Visits		
1. Girls participation is encouraged.		
2.		

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Mothers and/or female teachers accompany class on excursions.		
3. Adequate number of supervisors accompanies excursions to ensure safety and security.		
4. Parents, especially mothers participate actively in planning field trips.		
Security and Harassment		
1. Escort programmes provided to ensure children's safety between home and school.		
2. Policy Against Sexual Harassment and Bullying established.		
3. Committee on Sexual Harassment and Bullying formed and includes members of the community and students.		
4. School provides a safe, comfortable environment for children.		

COMMUNITY-SCHOOL RELATIONSHIP

<i>Process Indicators</i>	<i>Ratings on a scale of 1 – 4</i>	<i>Means of Verification</i>
1. PTA/MTA established and holding regular meetings.		
2. Community organizations work with		

<i>Process Indicators</i>	<i>Ratings on a scale of 1 – 4</i>	<i>Means of Verification</i>
the school to create an enabling and supportive school environment.		
3. Regular community campaigns are conducted to encourage parents to enroll all girls and boys in school.		
4. Community acts as monitor to ensure standards of equity within the school.		
5. The community, especially parents with school aged children, holds the school accountable.		
6. Women are represented on school management committee.		
7. Women in leadership positions on school committees.		
8. Daycare facilities have been established at the school.		
9. School and community have a shared vision of quality and equity of education.		